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ABSTRACT

The purpose of this teaching guide is to introduce children in grades 1-4 and their parents to the 4-H program without the long-term commitment of the traditional 4-H club. The 4-H Clover Awareness Program was designed as an after-school program; however, it could be used in other settings such as a day camp. In addition to introducing children to 4-H, program objectives include teaching participants about teamwork and cooperation and improving their self-esteem. The program consists of four 2-hour sessions that teach young people about computers, natural resources (fishing), Spanish, safety, and nutrition. This guide includes: (1) a basic program outline; (2) information on program implementation; (3) suggestions for recruiting and training volunteers; (4) information on the learning abilities, social behavior, and personal development of children ages 6-10 and teacher implications; (5) suggestions for recruiting participants; and (6) detailed descriptions of the program sessions including needed materials, equipment, and facilities. Each session consists of food preparation (snacks), games, physical activities, cultural awareness, and "hands-on" activities. Also included are a program evaluation form and sample letters to parents and volunteers. (LP)

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COOPERATIVE EXTENSION
College of Agriculture and Home Economics
Washington State University
Pullman
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4-H CLOVER AWARENESS TEACHING GUIDE

RC 018894

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The 4-H Clover Awareness program is a short-term project that introduces children and their parents to the 4-H program without the long-term commitment of the traditional 4-H club. It is designed for young people, grades 1-4, whose families are very mobile (for example, minority or low-income families).

This program is designed as an after-school program, but can be used in other settings as well, such as day camp, short-term projects for an established 4-H club, or school-age child care.

There are several benefits to using Clover Awareness as an after-school program. Children can be recruited at their school and the facilities are familiar to the children and their parents. It also increases the awareness of the 4-H program to the school personnel (administrators, teachers and staff). In association with a school, it can be offered to children who need extra attention or a more positive relationship with the school.

4-H Clover Awareness has four two-hour sessions that teach young people about:

- Computers
- Natural Resources (Fishing)
- Spanish
- Safety
- Nutrition

The ultimate success of this program depends on many volunteers, such as parents, teenagers, teachers, community experts, and 4-H and school volunteers. Try to include volunteers besides traditional 4-H club leaders. The potential for more help is good because this is a short-term commitment.

This program uses volunteers to help teach the sessions so you, the coordinator, are not overloaded. This guide includes information on how to get started, working with first through fourth graders, recruiting and training volunteers, recruiting participants and timelines. Most importantly, we have outlined the curriculum, materials needed, and provided helpful hints.

Basic Program Outline

The four two-hour sessions have five basic types of activities:

- food preparation (snacks)
- games
- physical activity
- cultural awareness
- "hands-on" activity

The subject matter of these activities help children gain knowledge and skills about nutrition, natural resources (fishing), computers, Spanish, and safety. Each session begins with the 4-H pledge and includes a discussion about what the pledge means to the students.

Take photographs during the sessions to use as a slide show in the awards and sharing part of Session IV. This will help the children review what they did and help them share it with their parents, family and friends.

Session 1

Theme: I pledge my HEAD to clearer thinking.

Snack: Popcorn
Hands-on activity: "Taste maps"

Purpose:

To learn what tastes are associated with different areas of the tongue, and that people taste things differently. This shows the participants that each person is unique. The children will also learn that snacks without salt taste good.

Computer Games

Purpose:

To increase familiarity with computers and encourage trying new skills.

Physical activity: Relays

Purpose:

Physical activity that encourages honesty and team work.

Cultural activity: Spanish bingo and Spanish dancers

Purpose:

To introduce children to a different culture.

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Session II

Theme: I pledge my HEART to greater loyalty.

Snack: Vegetables and dip

Purpose:

To try new, nutritious foods and use new skills to make a dip.

Computer games

Purpose:

To encourage group cooperation and support.

Physical activity: Cooperative games

Purpose:

To get children to work as a team.

Hands-on activity: Fishing introduction

Purpose:

To learn fishing as a new skill and help children become aware of how important it is to take care of the enviroment.

Cultural activity: Fish printing

Purpose:

To learn about different types of fish and be artistically creative.

Senior III

Theme: I pledge my HANDS to larger service.

Snack: Fruit kabobs

Purpose:

To have the participants try new fruits and encourage them to eat fruit at home.

Hands-on activity: Fishing trip

Purpose:

To practice new fishing skills and appreciate the environment.

Session IV

Theme: I pledge my HEALTH to better living.

Snack: Tacos

Purpose:
To try a food from another culture and learn to prepare another snack at home.

Computer games

Purpose:
To increase self-confidence by practicing new computer skills. Children measure their individual progress rather than comparing themselves to someone else.

Physical activity: Sideline soccer

Purpose:
A physical activity that encourages teamwork and cooperation.

Health activity: First aid/safety

Purpose:
To provide basic first aid information.

Special activity: Awards program

Purpose:
To let the children share what they have learned. It gives them a sense of accomplishment and makes them feel good about themselves.

Getting Started

Talk to individuals interested in helping with the project and to school administrators interested in an after-school program. Depending on your school district, you may need to go to the school principal or superintendent. Enlisting a teacher is also a good idea. Some school districts have a volunteer coordinator who would be a good contact.

You should meet with school administrators at least two to three months before you want to start the program. When approaching school personnel, be prepared! Have a sample program ready to give to them including what is to be taught, how often you would like to meet, what you need for facilities, how many children would be involved, and how you will recruit and advertise. Find out what needs to be done to confirm the use of the school (facility agreement, etc.), what the school will provide (heat, A.V. equipment, etc.), and information about security.

Recruiting Volunteers

Once the program has received school district approval and a time and place has been confirmed, it's time to recruit volunteers. Each session needs at least 4-5 volunteers (adults and teens) to assist the instructor. Don't overlook teenage volunteers; they have a lot of skills to offer and enjoy sharing their knowledge with younger people.

Other possible sources for volunteers are

- 4-H teens
- 4-H leaders
- teachers and staff
- Retired Senior Volunteer Program (R.S.V.P.)
- other youth groups (Scouts, church groups, etc.)
- parent/teacher organization
- friends
- parents of participants
- service groups (Lions, Altrusa, Rotary)
- school volunteers

Advertise in the 4-H newsletter, school newsletter or at the community senior center. You could also recruit at Leader Council meetings, Ambassador meetings, or county project committee meetings. The best way to recruit people to help is to ask them personally. People are often willing to help, but need to be asked.

Training Volunteers

Train your volunteers at least two or three weeks before the first session. The best time to schedule training is on a Saturday or an afternoon/evening. At least 3-4 weeks before the training session, ask resource people to train the volunteer teachers or be teachers for the program.

You will need:

An enthusiastic P.E. teacher who has worked with elementary schoolchildren and who could teach the games and activities outlined for the program.

Someone who knows and/or teaches Spanish (or another language) and is familiar with that culture. Many older teenagers have had two years of a foreign language.

Someone who knows about computer games (Atari*, Nintendo*, etc.) and could teach your volunteers how to set up the machines and play the games. Teenagers are a good source for this, or contact a local video store.

The Washington State Department of Wildlife will train volunteers in aquatic education. Trained volunteers receive an Aquatic Education Instructor's manual, access to fishing equipment (poles, line, reels, hooks, etc.), educational materials, posters and videotapes. You could also try someone from the local fishing club.

American Red Cross volunteers and staff can train your volunteers or teach first aid and safety.

The local fire department and Boy Scouts may also be willing to help.

For someone to teach how to prepare snacks, try an experienced 4-H volunteer, an Extension Home Economist, EFNEP aid, WSU Food Advisor, 4-H teenager, a home economics teacher, or an Extension Homemaker.

The training session for the volunteers will take about five hours and will briefly cover all subject areas.

This is a sample schedule:

	Time (minutes)
Introduction, brief overview of Clover Awareness program	20
Working with children	40
Fishing, tying hooks, baiting hooks, casting	40
Safety and first aid	20
Lunch, prepare snacks that will be used in the program and eat them	60
Fish printing	45
Learn Spanish words and do Spanish bingo	30
Do physical activity games	45
Talk about 4-H program	20
Wrap-up, such as when and where the sessions will occur, etc.	20

Supplies, Equipment and Resources Needed for Training Session

Meeting area large enough for 5-10 people with tables and chairs, access to sink, refrigerator and counterspace

T.V. and computer games

Food, utensils and equipment to prepare snacks

Supplies and equipment for fish printing

Fishing poles, hooks, plastic worms and casting plugs

Large area to demonstrate and practice physical activities

Equipment to do physical activities (e.g., hula hoops, soccer ball, etc.)

Working with Youths

To ensure that this program is a positive and fun experience, it is important to understand how children six to ten years old think and act. People develop at their own pace, so not all children will share the characteristics discussed for this age level. Though the participants have needs and interests in common, it is important to remember that each child is unique.

All children need:

- a positive self-concept
- success
- a sense of control
- to be accepted
- to give and receive attention
- to experience adventure

Characteristics of Children 6 to 8 Years Old

Learning Abilities	Teacher Implications
More interested in doing things than in the end product.	A finished product may not be the end result of a creative activity.
Learning to sort things into categories.	Plan activities where children collect things.
Very physically active. Mastering large motor skills and practicing small ones.	Provide physical and opportunities to practice skills. Avoid those that require a lot of small muscle control.

Social Behavior	Teacher Implications
Still dependent upon parents, however, in a new environment may transfer dependence to another adult.	Teacher may become central figure.
Learning to be friends, and may have several "best" friends at one time.	Plan small group activities and/or paired activities.
Boys and girls will still play together, but by the end of this age usually play with friends of the same sex.	Provide group activities where boys play with boys and girls are with girls.
Opinion of peers becoming important; need peer approval.	Small group activities are good, but children still need approval.

Personal Development	Teacher Implications
Need to learn empathy and practice in different roles.	Allow time for make believe and pretend.
Need and seek approval of adults, because they are not confident enough to set their own standards.	Provide child with recognition and approval.
Like to play games with rules and rituals, but do not like to lose.	Emphasize success, even if it is small. Provide cooperative games/activities where everyone wins. Competition is not appropriate at this age level.

Characteristics of Children 8 to 10 Years Old

Learning Abilities	Teacher Implications
Need adult help to carry out activities.	Don't just turn them loose with an activity.
Need simple, short directions; they can read, but may not always understand.	Go over instructions several times and in different ways.
Short interest span.	Don't keep them at one activity too long.
Curious, ask many questions.	Encourage them to ask questions and reassure them that no question is too dumb.
Think in terms of physical objects.	Need hands-on activities.

Social Behavior	Teacher Implications
Do best in same-sex groups.	For some activities, they work best as pairs with same-sex partner, but for others, boys and girls can work together.
Want to be part of the group.	In group activities, make sure everyone feels they are a part of the group.
Compare themselves with others. This may erode self-confidence.	Compare children's present performance to their past performance or achievements. Do not compare a child's performance with that of another child.

Personal Development	Teacher Implications
Sense of accomplishment comes more from adult approval than from actually doing an activity.	Give them praise and encouragement.
Becoming more independent.	Let them offer input or ideas. Don't lecture or dictate.
Want to learn new skills and feel successful, but can't take criticism.	Provide opportunities to try new skills and give encouragement.

Physical Characteristics	Teacher Implications
Physical growth is still slow, but they are active and noisy.	Have physical and hands-on activities.
Need after-school snacks.	Have nutritious snacks available.

Recruiting Participants

When you recruit participants, keep in mind what type of children you wish to involve. Will they be primarily at-risk youth, current 4-H members, minority children, etc? Visit with the school principal about which students would benefit most from the 4-H Clover Awareness program.

Possible criteria are children who are:

- currently not involved in other special programs
- in need of a positive role model
- identified by teachers as needing extra attention

Also discuss recruiting methods with the principal. Begin recruiting three to four weeks before the start of the program.

Possible methods are:

- flyers sent home with children (see appendix)
- advertise through PTA/PTO
- school newsletter
- posters displayed in school

Once you have invited students, send home a parental permission slip (see appendix) to be signed and returned to you. Get approval from school administrators for this first. A week before the program begins, it is a good idea to send home a reminder.

Session I

Theme: I pledge my HEAD to clearer thinking.

Key idea: The children should learn "how" to think, not "what" to think, by experiencing new computer technology and a different culture.

Activities	Time
Recite 4-H Pledge and discuss.	5 mins.
Activity: "Taste test"	10 mins.
Snack: Popcorn	10 mins.
Game: Computer game	20 mins.
Physical activity: Relays	20 mins.
Cultural awareness: Spanish dancers	30 mins.
Spanish bingo	15 mins.

Total time: 2 hours, 5 minutes

Activity Procedures

Taste Test

Divide into groups of 4 seated at tables. Have 4 paper cups at each table, each containing one of the following: coffee, lemon juice, sugar solution, or salt solution. Each person dips a cotton swab into a solution and touches it to the 6 areas of the tongue marked on Worksheet A. Each person identifies that area on their tongue and marks it on the worksheet. Have them rinse with plain water before tasting the next solution. Discuss how each tongue area responds to different tastes. Discuss how each person responds differently.

Materials Needed:

- strong coffee
- lemon juice
- salt solution
- sugar solution
- 4 cotton swabs per person
- small paper cups
- Worksheet A

Popcorn Snack

Prepare 3 types of popcorn in advance: no salt/unbuttered; salted/buttered; parmesan cheese. Give each person a small amount of each type of popcorn to eat. Discuss the nutritional aspects of eating salted and unsalted popcorn.

Materials Needed:

- paper towels
- popcorn
- salt
- butter
- parmesan cheese
- popcorn popper

After the snack, divide the children into 2 groups. Half of them will do computer games and the other half will do the relays. You will need people to supervise both groups, at least 2 volunteers per 8 children. When both groups are finished, switch groups and repeat activities so everyone can do both of them.

Computer Games

Set up 4 computers with games. The games should be nonviolent and designed for two people to play. Briefly explain the games and assign two children to each one.

Materials Needed:

- 4 computers
- 4 TV's or monitors
- 8 computer games

Relays

Emphasize the following in the relays:

- Everyone tries their best.
- No put-downs.
- Everyone works as a team and encourages each other.

Have 2 lines with 4 people in each line. Mark an area (with cones or chalk) that the teams must race to. The first person in each line runs, hops, skips, gallops, slide-steps, crab-walks, or seal-walks, etc., to the line, comes back, slaps hands with the second person in line, goes to the end of the line and sits down. The second, third, and fourth people do the same thing. When everyone in a line is sitting down, that team has won.

Materials Needed:

gym or large play area

chalk or cones (school may have, or use coffee cans)

Spanish Bingo

Give each person a bingo card (Worksheet B) and markers.
Explain the Spanish names for animals and colors:

pig: cerdo
rabbit: conejo
goat: cabara
cow: vaca
red: rojo
brown: color de cafe
pink: rosado
yellow: amarillo
purple: morado
blue: azul
black: negro
white: blanco

The game is played like regular bingo except that each child who finds the correct square is given a small prize. The bingo game can be played for a certain period of time or for several bingos.

Materials Needed:

- bingo cards (Worksheet B)
- markers (beans, checkers)
- cards with names of animals and colors
- small prizes for bingos

Spanish Dancers

The group will be entertained by ethnic dancers. Ask the dancers to explain what they are doing and to encourage the children to try it too. Make arrangements 3-4 weeks ahead of time and remind the contact person 1 week before.

Materials Needed:

- gym or large area
- tape player
- thank-you notes for children to send to dancers

Session II

Theme: I pledge my HEART to greater loyalty.

Key idea: To learn what loyalty means by being in activities that encourage cooperation, communication and teamwork.

Activities	Time
Recite 4-H Pledge and discuss.	5 mins.
Snack: Vegetables with dip	25 mins.
Game: Computer games	20 mins.
Physical activity: Cooperative games	20 mins.
Natural resources: Fishing introduction	25 mins.
Fish prints	25 mins.
	Total 2 hours

Activity Procedures

Vegetables and Dip

Divide into groups of 4. Give each group a peeler, knife and tray of vegetables for half the group to clean, peel and cut. Have the other half of each group make the dip. The dip should be eaten immediately or refrigerated. The dip recipe is: 1/2 cup cottage cheese; 1/4 cup yogurt; 1/2 tsp. dried onion; 1/8 tsp. dill weed; 1/16 tsp. celery salt; sprinkle of salt. Mix together thoroughly.

Materials Needed:

4 peelers
4 knives
4 bowls
Use separate containers for the following ingredients:
8 oz. cottage cheese
8 oz. yogurt
dried onion
dill weed
celery salt
salt
vegetables, such as carrots, celery, cauliflower, broccoli, and a few unusual ones for interest
4 mixing spoons
4 sets of measuring spoons
4 sets of measuring cups

Discuss the importance of food groups. Discuss the importance of vegetables as a healthy snack.

After the snack, divide the group in half. One half will play computer games and the other will play cooperative games. Do activities for 20 minutes, then switch groups.

Computer Games

This activity is a repeat of Session I.
See page 14.

Cooperative Games

Log Train Game

In this game, children form a U-shaped open box with their bodies in a certain amount of time. The group decides how long it will take and if they can beat the clock. One person lays down and a second person walks/straddles over him/her and lays down in front of the first person. The third person walks/straddles over person #1 and person #2, and lays down in front of child #2 in a straight line.

The fourth person does the same thing but lays at right angles to the first line and lays down in front of last person. The game continues until the last person has walked over everyone in a given amount of time.

Jumping Game

In this activity, the group decides how long it will take to complete the game and work as a team to do it in time. Everyone starts in a line with two people in front holding a plastic bat. They hold the bat low and each person in line jumps over it. The last two people who jump over the bat hold the bat next. The game continues until everyone has held the bat.

Musical Hoops

This game is played like musical chairs except that everyone cooperates so that no one is left out. Start the music. Place the four hula hoops on the floor or ground. Everyone walks around them until the music stops. Then, everyone steps into a hula hoop. Each hoop can have more than one person in it. Remove one hula hoop and start the music. Repeat twice. When only one hula hoop is left, the players have to help each other to make sure everyone can get in it.

Materials Needed:

- gym or large play area
- plastic bat
- 4-5 hula hoops
- stopwatch
- tape player

Introduction to Fishing

Keep the children divided into 2 groups. One group does fish printing while the other group does introduction to fishing. After 25 minutes, switch the groups.

This activity prepares the group for a fishing trip. Begin by asking questions and discussing their previous fishing experiences:

Who has gone fishing?
Where have you fished?
What kind of bait did you use?
What kind of fish did you catch?
Did you fish from a boat or at a stream?
Explain things about fish that people need to know to catch them:

- Fish eat different types of food; you need to use the right bait.
- Some fish live in warm water (bluegill, crappie, bass, perch), and others in cold water (trout, salmon, steelhead).
- Fish have different seasonal cycles, and are easier to catch at certain times of the year (salmon and steelhead in fall, winter, early spring; bass, perch, bluegill and crappie in late spring, summer and early fall).
- Fish can't live in polluted water. Do not fish in water that is oily, or has a funny color or smell from chemicals.

Put the reels on the poles and thread the line on ahead of time. Have the group practice tying on a casting plug or hook using a clinch knot (see appendix), and putting on a worm. They could practice tying knots with string at first to make it easier.

Materials Needed:

fish posters
fishing poles
tackle
fishing line
casting plugs
real or rubber worms

Everything except the worms is available from the Dept. of Wildlife Aquatic Education Program. Contact Michael F. O'Malley, Aquatic Education Director, 600 N. Capitol Way, Olympia, WA 98504 (206) 753-5707.

Fish Printing

Fish are used to print designs in ink on paper or T-shirts. It is a Japanese art form called gyotaku (see appendix). If you don't want to have a fish for every person, you can use one fish for every 2 or 3 people. Pat fish dry with paper towels, and put it on top of several towels. Paint fish. Move fish to clean towels so T-shirt won't get messy. Roll up back of T-shirt and stretch the front over fish so there are no wrinkles; this will take two people. Rub hands over T-shirt and fish to make the imprint. Let T-shirts dry for at least 2 days before the group takes them home. The shirts can be washed in cool water after drying for 2 days. The fish and brushes can be washed and used over again.

Another way to do this project is to put paper between the front and back of the T-shirt, paint the fish and place it, painted side down, on the shirt. Press fish down firmly to get a clear print.

Materials Needed:

- 6 or more whole, frozen fish
- acrylic paints, thin, several colors
- 12 brushes
- T-shirt for each person in correct sizes, or have everyone bring a light-colored T-shirt from home
- lots of paper towels
- large plastic bags with neck and armholes cut out can be worn over clothing to protect it from paint

Session III

Theme: I pledge my HANDS to larger service.

Key Idea: Provides a positive, hands-on outdoor experience.

Activities	Time
Recite 4-H Pledge and discuss meaning.	5 mins.
Snack: Fruit kabobs	30 mins. (if group prepares fruit) 15 mins. (if fruit is already cut)
Natural Resources: Fishing at lake, stream or river	45 minutes (not including travel time)

Activity Procedures

Fruit Kabobs

Have the group wash, cut, skewer and eat different types of fruit. To save time, you may prepare the fruit ahead of time. The activity's purpose is to practice snack preparation skills, to learn about the fruit group and to enjoy fresh fruit.

Materials Needed:

fruit (apples, bananas, pineapple, melon, grapes)

16 bamboo skewers

paper plates

knives

Fishing Trip

Take the group to a fishing area, a lake or stream. If it's too far to walk, arrange transportation 2 weeks ahead of time. You need one volunteer helper for each 2-4 children. Make this a safe outing by keeping a close watch on the group.

Have the children without fishing experience practice casting into the hula hoops with the casting plugs. When they are able to cast, help them put the tackle on their poles. Children with previous fishing experience can put their bobbers and split shot on their lines and bait their hooks.

Fish for about 30 minutes. If the fishing is slow, have the group practice casting or look for other wildlife signs. You could also have a casting contest. Give 10 points if a plug lands in the hula hoop, 8 points if it lands within 1 foot of the hoop, and 5 points if it lands within 2 feet of the hoop.

Materials Needed:

fishing poles

tackle (bobber, split shot weight, line, swivels, hooks, casting plugs)

4 hula hoops

Everything except the hula hoops is available from Dept. of Wildlife Aquatic Education.

Session IV

Theme: I pledge my HEALTH to better living

Key Idea: To learn how to stay happy and healthy.

Activities	Time
Recite 4-H pledge and discuss	5 mins.
Snack: Tacos	20 mins.
Game: Computer game	20 mins.
Physical activity: Sideline soccer	20 mins.
Health activity: First aid	30 mins.
Special activity: Awards and sharing	20 mins.
	Total about 2 hrs.

Activity Procedures

Tacos

Divide group into groups of 4 participants each. An adult is needed for each group. Each small group will make part of the tacos, with help from a volunteer. Group1: fry hamburger, drain fat, add packaged taco mix; group 2: fry corn tortilla in oil for less than 1 minute, remove and pat with paper towels, or use hard taco shells; group 3: shred lettuce and cut tomatoes; group 4: grate cheese.

When the ingredients are ready, help the children put their tacos together and enjoy.

Materials Needed:

2 lbs. hamburger
1 pkg. taco mix
4 tomatoes
1 head lettuce
safflower oil
corn tortillas
2 lbs. cheese
2 electric skillets (1 for hamburger; 1 for taco shells)
2 cheese graters
2 paring knives
2 skillets
4 large spoons
2 spatulas
20 paper plates
paper towels

Divide the group in half, one half doing computer games and the other half playing soccer. After 20 minutes, switch the groups.

Computer Games

Same as Sessions I and II. Talk to all the members to see if their playing has improved since Session I. Ask them how they feel about their improvement and which games they like the best.

Sideline Soccer

This game encourages teamwork. Divide the group into 2 teams. Each team has 2 people on the field and a goalie. The remaining team members are on the sideline and throw the ball to a teammate when it goes out of bounds. Each team has 5 minutes to score. Then the field players are replaced by the sidelined people, and they play for 5 minutes.

Materials Needed:

gym or grassy area 50 ft. by 30 ft (an area smaller than a regulation soccer field)

soccer ball

First Aid/Safety

This is basically a first aid/safety talk given by someone from the Red Cross "BAT" program. You may also want to use the 4-H publication "First-Aid: First Help" (#4H328), available from WSU Cooperative Extension.

Awards and Sharing

The participants' parents, family and friends are invited to attend this part of the program. The purpose is to highlight and recognize the children's achievements. Explain what 4-H is all about to the group. Have the children explain what happened in each session, and show slides of pictures taken during the sessions. Give each child a 4-H certificate and a 4-H memento. To conclude the program, have the participants recite the 4-H pledge.

Materials Needed:

4-H certificates

4-H pins, pencils, etc.

slide projector

screen

extension cord

4-H flag

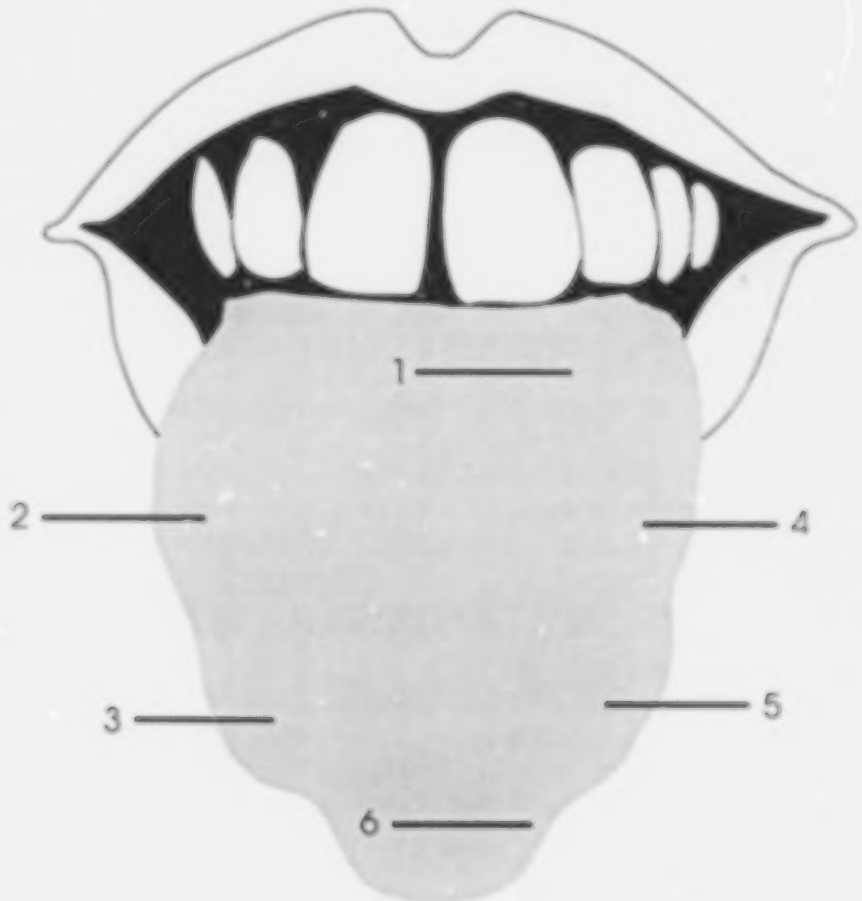
Worksheet A: Taste Test

Mapping the Tongue

Name _____

Your tongue has about 9,000 taste buds. They tell you if a food is sweet, sour, salty, or bitter.

The tongue map shows where each of these 4 tastes is the strongest.



sweet salty sour bitter

Draw a line from each taste to the number on the tongue where that taste was the strongest.

Worksheet B Spanish Bingo

Alternative Physical Activities

Cooperative Games of Tag

These games encourage cooperation and provide physical exercise.

Frozen Tag

The child who is "it" tags other children who are then "frozen" and can't move. To become "unfrozen" a person who is not frozen crawls under the legs of the frozen person. This game is played 2-3 minutes, then someone else becomes "it."

There are 2 variations. In Hug Tag, a free child hugs a frozen one to release him or her. In Cartoon Tag, a free child names a cartoon character to release a frozen child.

Material Needed:

gym or large play area

Time: about 20 minutes

Hints for Gyotaku (Fish Printing)

Gyotaku is the Japanese art form of fish rubbing. Gyo means fish, taku means rubbing. In Japan, fish printing dates back to 1862, when a catch was documented by making an ink copy of the fish. Japanese artists use an "indirect" method of printing; they lay handmade papers atop a fresh fish, then carefully paint the outlines. Fish painting in this country is done by applying color to the fish, then laying a cloth or paper over it and hand-rubbing to make a mirror-image print. Use a frozen, ungutted fish. You will need fish, paper towels, and brushes of various sizes. When printing on fabric, use acrylic artist's paint, acrylic fabric dyes, or oil-based black printing ink. For printing on paper, use water-soluble printing inks.

Make several test prints to determine the amount of paint to use on the fish. Do not eat fish that have been painted.

Lay paper towels on clean work surface and pat fish dry.

If fish is gutted, fill cavity with paper.

For cloth printing, the texture of paint should be like melted ice cream.

Paint fish, including fins and tail. Prop up fins using clay, paper towels or newspaper. Remove paint-stained towels.

Lay paper or cloth over fish; don't wrinkle. Rub lightly with fingertips.

After pressing for one to two minutes, carefully remove fabric from fish.

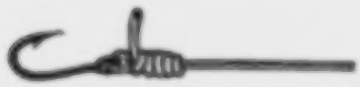
Using brushes of various sizes, bring out detail by darkening imprint of fins, gill and tail.

Paint the eyeball last. Painted fabric may worn after waiting two days. Wash it with laundry detergent in lukewarm water.

How to Tie a Clinch Knot

1. Pass line through eye of hook, swivel, or lure. Double back and make five turns around the standing line. Thread line through first loop above the eye, then through the big loop as shown.

2. Hold tag end and standing line while coils are pulled up. Moisten and slide tight against eye. Clip tag end.



Fishing Alternatives

Divide the group in half and have one half practice casting and the other tie on hooks and bait them with real or rubber worms. Show them how to cast, tie the clinch knot and bait the hooks. You will need 1 volunteer for each 4 children for this. After 15 minutes, switch the groups.

Materials Needed:

- gym or large play area
- 16 fishing poles with line and reels
- 8 casting plugs
- 8 hooks
- 8 worms
- 16 hula hoops

Time: 30 minutes

Fish Video

Show the video "The Life of the Trout" available from the Department of Wildlife, Olympia, WA.

Materials Needed:

- video
- VCR
- TV
- extension cord

4-H Clover Awareness Evaluation

Put a check ( ) under yes if you liked the activity or a check ( ) under no if you didn't like it. Also, write in the middle the activity you liked the best.

Session I

	yes	no
Popcorn	___	___
Computer games	___	___
Relays	___	___
Spanish bingo	___	___
Spanish dancers	___	___

Session II

	yes	no
Vegetable and dip	___	___
Computer games	___	___
Log train, jumping game		
musical hoops games	___	___
Fishing introduction	___	___
Fish printing	___	___

I liked _____ the best.

Session III

	yes	no
Fruit kabobs	___	___
Fishing	___	___

Session IV

	yes	no
Tacos	___	___
Computer games	___	___
Soccer	___	___
First aid/safety	___	___
Awards and sharing	___	___

Sample Letters

Parental Permission and Release Form for 4-H Clover Awareness Program

I give my full permission for _____ to participate in all activities in the 4-H Clover Awareness program. Classes will be offered at the (name of school) on (dates), from (time) to (time).

I will be able to help with the program: _____ yes _____ no

I could help on: _____ (date) _____ (date) _____ (date) _____ (date)

In the event I cannot be reached in an emergency, I give my full permission to obtain needed first aid, medical and/or hospital treatment for my child. I will assume any expense incurred by such care. I further agree to hold the (name of school district), Washington State University, and (name of county) free of any and all liability.

Signature of Parent or Guardian: _____

Address: _____

Phone Number: _____

Sample Letter to People Who Will Train Volunteers

(date)

Dear _____:

Thank you for agreeing to teach at our volunteer training session for the 4-H Clover Awareness after-school program. The volunteer training session has been scheduled for (date), at the (place). You are scheduled to teach from (time) to (time). If you need any equipment, please let me know. There will be approximately (number of people) attending your session.

You are welcome to attend the entire volunteer training. We will begin at (time) and end at (time). If you have any questions, please give me a call. Thank you again for your time.

Sincerely,
(your name)

Sample Letter to Volunteers Receiving Training

(date)

Dear _____:

Thank you for your willingness to help with the 4-H Clover Awareness after-school program. It will be fun to get together and learn how to run the program.

We will meet (date) at (time) at (place, address). This is the schedule:

(time)	Introduction Brief Overview
(time)	Working with Children Ages 6-10
(time)	Fishing
(time)	Safety
(time)	Lunch: Prepare Snacks and Eat
(time)	Fish Printing
(time)	Spanish
(time)	Physical Activity
(time)	What is 4-H?
(time)	Wrap-up

It is very important that you come to this training session. If you cannot attend, please call me as soon as you can. We need you, and we need to work as a team.

I am looking forward to our time together.

Sincerely,
(your name)

Thoughts to Share

This program offers activities to young people that will give them knowledge and skills. This includes preparing nutritious snacks, first aid, Spanish, computers, and fishing. In addition, the children learn about teamwork and cooperation. Most importantly, this program provides positive role models and a sense of achievement to help improve the young peoples self-concept and self-esteem. This program is an excellent way to spread the word of 4-H and what it has to offer. It can reach children and families that have not participated in the traditional 4-H program. As a result, more parents and their children may organize 4-H clubs or short-term programs in their neighborhoods, spreading the benefits of 4-H to more people.